Alternative Education On-site Monitoring Visit Rubric   **Reviewer: Sue Foxx & Molly Chamberlin**
                                                                 Date: 1/5/08

Alternative Education Program: STEP Program   **Contact Person: Sondra Towne**
School Corporation: Indianapolis Public Schools   **Phone: 317-226-2160**

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Board minutes	X		Part of an overall IPS alternative education strategy.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	ISP New Program Grant	X		Curriculum follows standards for Grades 6-7. Teachers employ multiple strategies to insure success and apply different assessment strategies (benchmarks every 4 ½ weeks). Community speakers add relevance to the curriculum. Teachers use stations and project-based learning to engage students. Teachers are able to individualize instruction so students can work at their own pace. ISP's are complete but need more extensive intervention plans.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming Staff meeting agenda	Professional development plan	X		Observed teacher-student ratio of 2:25. Professional Development Plan ongoing and specific to alternative education. Full Purpose Partner with Mid-town Mental Health. Challenge education and Lost & Found are part of program. ROTC does team building with students. Transition plan in place for when go to next placement.

On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of "Satisfactory" (S) or "Unsatisfactory" (U) for each component. Programs receiving a "U" in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	2/5/08	X		Programming was much more comprehensive than in the grant application and utilizes nontraditional approaches such as team teaching and project based learning.
Students appear engaged.	2/5/08	X		Overage sixth grade students shared that the program was challenging but helped them master skills and concepts they had previously failed. They indicated that they were catching up on 6th grade standards but that most were now doing 7th grade standards and planned to enter 8th grade next year. Students were attentive, well behaved and able to express ideas related to individual and program strengths. Great satisfaction with the A+ (ALS) program was expressed by students who liked the combination of computer and project based programming. They also liked that they moved at their own pace and that the curriculum was individualized to their needs.
Location supports a positive learning environment.	2/5/08	X		Program operates at Lew Wallace Elementary (IPS 107) which allows good collaboration with services. The school is clean with colorful displays that promote values and student success. Rooms were well decorated with reinforcement materials and student work. A variety of materials were available for educational purposes. Additional programming promotes social and behavioral skills.
Teachers appear knowledgeable and caring.	2/5/08	X		Teachers were positive in interactions with students. Teachers expressed a specific desire to work with students in the program in a nontraditional learning environment. They were caring and very focused on student success. School leadership promoted a collaborative spirit with staff and

				students.

Compliance Components

The following information is rated "Compliance" (C) or "Non-Compliance" (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Student/Parent Handbook part of IPS Entrance/Exit criteria specific and process documented. Meeting with parents about placement.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Teachers are employed by the corporation and are appropriately licensed.
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Transportation provided. Emergency plans/records are part of the traditional elementary school.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		Budget exceeds required match and allocated primarily to technology, staff and materials.
2 Hour Session/	-School schedule	X		HS students attend a ½ academic day with ½ in work/ vocational area.

School Day				MS is full day program.

Comments: The program has a long history of success that is continuing with current staff who are well qualified and caring. Students are supported academically and barriers to learning are addressed. Adding the Circle of Courage component has enhanced programming by providing an operating framework that is positive and affirming.